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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. SECOND DISSEMINATION REPORT.

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THE DISSEMINATION-PUBLIC RELATIONS PORTION OF THE PROJECT HAD TWO OBJECTIVES--(1) TO CREATE A CLIMATE FAVORABLE TO EFFORTS DIRECTED TOWARD PLACING GRADUATES IN JOBS, AND (2) TO SOLICIT COMMUNITY VOLUNTEERS WHOSE AREA OF EXPERTISE WOULD ENABLE THE PROJECT TO IMPLEMENT HEALTH, SAFETY, AND ENRICHMENT PROGRAMS FOR THE STUDENTS. THE ACTIVITIES OF THE STAFF DURING JULY IN MEETING THESE OBJECTIVES INCLUDED--(1) CONDUCTING A WORKSHOP "NEW APPROACHES TO TRAINING," (2) PARTICIPATING IN THE CORRECTIONAL MANPOWER TRAINING CONFERENCE IN HOUSTON, TEXAS, (3) DISTRIBUTING 1,500 PUBLICATIONS AT THE CONFERENCE AND 589 PUBLICATIONS TO PERSONS IN NINE STATES, (4) COMPLETING 120 NEW SLIDES, (5) PRESENTING VISITOR INTERVIEWS ON TELEVISION, AND (6) ENTERTAINING 13 VISITORS. A SUMMARY OF DISSEMINATION ACTIVITIES SINCE THE PROJECT BEGAN IN 1964, NEWS RELEASES, THE HOUSTON CONFERENCE PROGRAM, AND DETAILED INFORMATION ABOUT VISITORS ARE GIVEN. THE APPENDIX INCLUDES TWO SPEECHES PRESENTED AT THE HOUSTON CONFERENCE--(1) "ADMINISTRATIVE COORDINATION OF AN E AND D PROGRAM UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT," BY DONNA M. SEAY, AND (2) "INNOVATIONS IN CORRECTIONAL PROGRAMS--DRAPER'S APPROACH TO CORRECTIONAL MANPOWER TRAINING" BY JOHN M. MCKEE. OTHER DISSEMINATION REPORTS ARE AVAILABLE AS VT 005 714 - VT 005 716. (EM)

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Dissemination Report

July 1967

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR

VT004372

Rehabilitation Research Foundation
DRAPER CORRECTIONAL CENTER
ELMORE, ALABAMA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SECOND DISSEMINATION REPORT

July, 1967

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA

John M. McKee, Ph.D., Project Director
Donna M. Seay, M.A., Program Director
Anne Adams, Historian
Martha Terry, Editor
Christian Learning, Information Specialist
Dovard Taunton, Artist

Preface

This report on the dissemination phase of a special manpower project was prepared under a contract with the Office of Manpower Policy Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

Introduction

When the Draper MDT E&D project began in 1964, the prime objective of the dissemination phase was to create and maintain good public relations. It was hypothesized that good public relations would facilitate our effort to place graduates in jobs. Thus, dissemination was initially the responsibility of the job development and placement officer. This dissemination-public relations program had two objectives:

(1) to create a climate favorable to efforts directed toward placing graduates in jobs, and

(2) to solicit community volunteers whose areas of expertise would enable us to implement health, safety, and enrichment programs for our target population.

These purposes were accomplished through an active public relations campaign. Speeches were made to professional and trade groups, colleges, and community service organizations. News media were contacted and invited to visit the project. Frequent press releases kept our activities in the forefront of the public's awareness. However, we soon found that once the initial interest had been created, the project's supporters wanted to know what was happening to specific individuals, programs, classes, or to experimental approaches being tried. They wanted follow-up data.

The responsibility for dissemination thus devolved upon the historian, whose responsibility for reporting on-going activities to the contracting office enabled her to supply current information to others, upon request. The progress report, a compilation of activities and findings, was prepared by the historian bi-monthly. The initial mailing list had about 50 names.

The demand for follow-up information swiftly expanded this list; soon, 300 copies of the report were being prepared. It was found that 300 copies were still not sufficient. We frequently had to make second printings of the progress report to satisfy the demand for current information.

As soon as we began to accumulate and analyze data on the various components of our overall program, increasing numbers of professional societies invited key staff members to speak, to make presentations, or to serve on panels. These dissemination efforts were always followed by requests for reprints of the information presented. We soon found we were not only mailing progress reports to an interested public, but we were also providing more specific, technical data to professionals in related fields.

Requests not only for publications, but for structured training-type seminars, led to a more sophisticated dissemination effort. They also led to the realization that we would have to form a unit whose prime responsibility would be to coordinate the various dissemination phases. In our 1966 proposal for renewal, provision was made for such a unit.

This unit would be headed by a person experienced in staff training and development and would be supported by a writer who had background and experience as a public information specialist. A retired civil servant with more than 30 years' experience in staff development and conference coordination was employed to head the unit in September, 1966. He immediately inaugurated a series of in-service training sessions which were designed to prepare staff members for actual participation in dissemination conferences.

In the fall of 1966, dissemination conferences were held for a small group from Puerto Rico and a group of 21 from Hawaii. With the passage of Section 251 of the Manpower Development and Training Act, it became evident that even greater demands for information about correctional manpower training programs would have to be met. The U. S. Department of Labor fully appreciated this need and began to formulate plans for a series of nationwide dissemination conferences. Such conferences would permit dissemination of guidelines, experiences and findings of the three E&D pilot programs in correctional settings and would also serve as forums for interchange of ideas among participants. Draper's experiences would be described together with those of the other E&D pilot projects. Consequently, a broad range of ideas and guidelines was envisioned to provide maximum assistance to states and organizations contemplating the establishment of correctional manpower training programs.

In February, 1967, we engaged a public information specialist (writer) to complete the dissemination unit. By March, the time and place of the first dissemination conference had been fixed--May 22-25, Montgomery, Alabama. Dissemination continued with the distribution of informational materials, progress reports, and the fulfillment of speaking engagements. Mini-conferences in Washington laid the groundwork for the first formal dissemination conference which soon became the primary area of concentration for the Dissemination Unit. In late April, the Public Information Coordinator resigned because of ill health. Rather than delay the conference planning while we search for a replacement, the historian was assigned temporarily to head the unit. This assignment brought the compilation of the progress report

directly under the Dissemination Unit. The unit has continued to operate with this structure. Although all staff members are indirectly involved in the work of the unit, substantial cooperation from the Materials Development Unit makes it possible for us to meet all demands for information.

Summary

Dissemination activities on all levels slowed somewhat as the vacation period began. There were fewer staff members available for dissemination work, and there were generally fewer conferences and visitors. We anticipate that this trend will continue through August and into September, but that dissemination activities will begin to increase the latter part of September.

In July, Dissemination activities continued to center around preparation for and participation in conferences. The second Correctional Manpower Training Conference was held in Houston, Texas, July 24-27. The Foundation's staff members, principally the Program Director, continued to disseminate guidelines to personnel of the College of Business Administration at the University of Houston. The Rehabilitation Research Foundation co-sponsored this dissemination conference with the College, and specific areas of responsibility were established through a series of meetings held in late June and early July. The Dissemination Unit, working in conjunction with the Materials Development Unit, was given responsibilities for preparing mailing lists, printing informational brochures, conference programs, as well as for creating, printing, and distributing delegates' kits, handout materials, and copies of presentations. Appendix A contains a copy of the Conference Brochure. Further details on this conference and other conferences attended during July appear in Section I - Conferences.

A total of 1,500 publications were distributed at the Conference in Houston. In addition, 11 requests for published materials were received and filled during July. In filling these requests, 589 publications were distributed to persons in nine states. Section II - Publications - contains a more precise breakdown.

Public relations activities were maintained with emphasis on news media contacts. Eight such contacts were made when we learned that the Assistant to John Gardner, Secretary of Health, Education, and Welfare would be visiting the project in an unofficial capacity (see Section IV - Visitors). We also prepared a press release for further dissemination of this event, bringing to 55 the total number of press releases issued by the project. This release appears as Appendix B. As a result of the news media contacts mentioned above, a highly complimentary and well-received television interview was broadcast by the local NBC affiliate. Section III - Public Relations Activities - contains complete details on this and other public relations activities.

In the June Dissemination Report, we noted that the 20-day project shutdown resulted in a sharp decrease in the number of visitors, but visits to the project quickly picked up in early July, with a total of 13 for this month. Section IV - Visitors - lists the visitors, their affiliations, and their reasons for visiting the project.

In August, we will evaluate the new slide presentations. We also anticipate printing the 15th Progress Report, outlining and drafting the 16th Progress Report, and maintaining an on-going dissemination activities through programs for visitors, participating in conferences, distributing published materials, and continuing all other phases of an active public relations program.

SECTION I. CONFERENCES

On July 19-24, Dr. McKee attended the 19th Southern States Apprenticeship Conference in Biloxi, Mississippi. At the request of the Bureau of Employment Security, he conducted a workshop during the discussion of Government Installation Programs. This workshop, "New Approaches to Training," was attended by 20 people. Publications of special interest were distributed to those attending. Audience reaction was excellent, and several letters have since been received which followed up topics discussed in this workshop.

The primary activity of the Dissemination Unit this month was the Correctional Manpower Training Conference in Houston, Texas, July 24-27. Anne Adams and Paul Cayton were recorders and resource people. On Tuesday, July 25, Dr. McKee and Mrs. Seay led a panel discussion on "The Use of Programmed Instruction"; W. Malon Graham demonstrated "The Use of the Percepto-Scope"; and Walter Bamberg conducted a showing of "Odds Against," a film which was nominated for an award as the best documentary of 1965. On Wednesday, July 26, Mrs. Seay participated in the panel discussion "E&D Correctional Programs Under MDTA." Her speech, "Administrative Coordination of an E&D Program under the Manpower Development and Training Act," appears as Appendix C. That afternoon, Dr. McKee participated in the panel, "Innovations in Correctional Programs." A copy of his speech, "Innovations in Correctional Programs--Draper's Approach to Correctional Manpower Training," is Appendix D. Approximately 150 people attended the conference. Copies of the two speeches mentioned were distributed to this group as were numerous other handout materials.

SECTION II. PUBLICATIONS

Eleven requests for publications were received in July from nine states: Michigan, Kentucky, South Carolina, Illinois, Nebraska, Missouri, Massachusetts, Maryland, and Ohio.

The two speeches mentioned in Section I have been incorporated into the publications library and are now available to interested persons.

SECTION III. PUBLIC RELATIONS ACTIVITIES

The two speeches which appear as appendices were written, edited, and printed in July. Both were supplemented with audio visual aids: one featured 35 mm slides and the other transparencies. Two other audio-visual presentations were made at the conference in Houston. Malon Graham demonstrated the PerceptoScope, using one of the reading programs currently on the curriculum in the project to illustrate his talk. "Odds Against," a film depicting the factors operating in a young inmate's life, was shown by Walter Bamberg.

The slide presentation mentioned in last month's report has been completed. There are 120 new slides. The variety of subject matter permits extensive combinations, making for more varied and vivid presentations. The Dissemination Unit has set up and will maintain a central file of the slides so that they will always be readily accessible to all staff members.

News media were contacted when we learned that the project would be visited by Mrs. Elsa Allgood Porter, Assistant to John Gardner. Her visit was not an official one, but we made the contacts at the request of an Rehabilitation Research Foundation Advisory Committee member who arranged her visit. We also prepared a press release (which appears in Appendix B)

for local outlets. Several of the newspapers ran this item. An interview was arranged between Mrs. Porter and a reporter from a local network affiliate station. This interview, which ran for four minutes on the Saturday night newscast shows, contained many remarks favorable to the project. We were fortunate enough to obtain the film clip of this interview. The clip, which is 16 mm sound on film and lasts 4½ minutes, has been incorporated into the Unit's library.

Appendix E also contains a copy of a feature story about our Project Director which appeared in the Alabama Journal. "The Closeup" Column features biographies of prominent Montgomerians.

SECTION IV. VISITORS

The project was host to 13 visitors during July. Listed below are their names, affiliations, and the purposes of their visits.

July 5 Larry Wood, Television Media Expert, Maxwell Air Force Base, Montgomery. Mr. Wood visited us to view the project and its work and to act as a volunteer consultant to our dissemination program.

July 5 Lester Strickland, Coordinator, Psychological Services, Madison County (Alabama), New Hope, Alabama, visited the project to gain insights into our operation and to consult with professional personnel on how he might utilize our methods in his programs.

July 7 Claude Conner, Remedial Instructor, Manpower Development Training Project, Montgomery. This visit grew out of an interchange at the State MDT Conference.

July 11 Jim Goodwin, a graduate student at Auburn University, Alabama; and Mark Foster, Editor of the Maxwell Air Force Base Newspaper, The Dispatch. Both men visited the project to receive an in-depth orientation to the work being done here and to serve as consultants in one of the experimental programs being conducted under a separate NIMH grant.

July 14 Dr. Roger Birkman, Psychologist, Birkman Associates, Personnel Counselors, Houston, Texas. Dr. Birkman has been engaged as a management consultant and is conducting a series of intensive group discussions with 10 key staff members. After having administered (by mail) personal analysis tests for the purpose of identifying the full potential of 10 supervisory staff members, Dr. Birkman conducted two full-day "self-discovery" group sessions based on these individual reports. Plans have been made to administer these same tests to 60 of our trainees before and after the vocational training phase to evaluate our present supplementary course. Self-discovery group discussions will begin after the posttests are administered.

July 15 Mrs. Elsa Allgood Porter, Assistant to John W. Gardner (HEW Secretary); Miss Mary Allen, Director of Public Information, American Vocational Association; both of Washington, D. C., and Earl Pippin, Member of the Advisory Committee, Rehabilitation Research Foundation. Mrs. Porter and Miss Allen were given a guided tour and orientation to the project.

July 18 David Williams, Area Supervisor, Pardons and Paroles Board, Montgomery; Tom Long, Parole Supervisor, Pardons and Paroles

Board, Livingston, Alabama; and H. D. Walton, Parole Supervisor, Pardons and Paroles Board, Montgomery. All three men visited the project for a complete orientation from Dr. McKee and Mrs. Seay, with special emphasis on how the project activities relate to the functions of the Pardons and Paroles Supervisors.

July 31 French Greene, Historian and Faye Rollins, Research Analyst, both from the MACTAD Project in Mobile, Alabama. Mrs. Green sought advice about preparing her project's final report. We have frequently assisted this project as it has moved through its various phases.

APPENDIX A:

CONFERENCE SPONSORS

College of Business Administration
University of Houston
Houston, Texas

through the

Manpower Education Services Contract

with the

U.S. Department of Labor
Office of Manpower Policy, Evaluation
and Research

and

Rehabilitation Research Foundation

with its

Manpower Development and Training
E&D Project

funded by

U.S. Departments of Health, Education,
and Welfare and Labor

through the

State Division of Vocational Education
and
State Employment Service

at the

Draper Correctional Center
Elmore, Alabama

UNIVERSITY OF HOUSTON

COLLEGE OF BUSINESS ADMINISTRATION

PRESENTS

Correctional Manpower Training
- A Dissemination Conference

UNIVERSITY CENTER, UNIVERSITY OF HOUSTON. JULY 24-27, 1967

PURPOSE

Much enthusiasm has been generated by the success of the E&D Manpower Development and Training project at the Draper Correctional Center, Elmore, Alabama. The University of Houston in cooperation with the Draper Project under the auspices of the Office of Manpower Policy, Evaluation and Research of the U.S. Department of Labor, is sponsoring the second in a series of dissemination conferences which are designed to be valuable to the planning, implementation and evaluation of correctional manpower training programs.

ATTENDANCE

Conference attendance is intended for those people who are interested in or responsible for planning and implementing training programs in the field of corrections. There will be opportunities for direct interchange of experiences with personnel of various Manpower Development and Training projects across the nation. Federal agencies will also be adequately represented for technical assistance as needed.

COST

Participants will be responible for their travel expenses. A banquet and two luncheons will be provided; other meals will be the responsibility of each person attending. There is a registration fee of $12.00 per person.

PROGRAM *(Tentative)*

Dates: July 24 (evening) through
July 27 (morning)

Place: University Center
University of Houston
Cullen Boulevard
Houston, Texas

Phone: 713 748-6600 Ext. 1360-1-2

Emphasis will be placed on how Manpower Development and Training programs can be planned and implemented in correctional institutions. The program will include the following topic areas in the form of papers, panels and active small group workshops with knowledgeable resource people.

I. Why Correctional Manpower Training?

II. Enabling Legislation and Sources of Funds

III. Relevant Characteristics of the Inmate Population

IV. Innovations in Correctional Programs

V. Current E&D Manpower Development and Training Correctional Programs

VI. Evaluation of Correctional Training Programs

APPLICATION

Dates: July 24 - 27, 1967

Place: University Center
University of Houston
Cullen Boulevard
Houston, Texas

NAME_____

POSITION_____

ORGANIZATION_____

_____

ADDRESS_____
(street)

_____
(city) (state) (zip)

Please make room reservations for the following dates:

_____

Accomodations will be at Baldwin House a residence hall on campus (Corner of Calhoun and MacGregor Sts.)

Single room rate is $3.50 per night.

Please enclose registration fee of $12 payable to:

Manpower Education Projec
University of Houston

Applications will not be accepted afte
July 17, 1967

APPENDIX B:

FOR RELEASE ON:

FOR FURTHER INFORMATION
CONTACT: EARL PIPPIN, EXECUTIVE DIRECTOR
ALABAMA CONSUMER FINANCE ASSOC.
OFFICE: 264-2481
HOME: 264-0408

MRS. ELSA ALLGOOD PORTER, ASSISTANT TO JOHN W. GARDNER, SECRETARY OF THE U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WILL ADDRESS THE UNITARIAN UNIVERSALIST FELLOWSHIP IN THE SOUTH MONTGOMERY YMCA AT 10:30 SUNDAY MORNING. SHE WILL BE ACCOMPANIED BY MISS MARY ALLEN, DIRECTOR OF PUBLIC INFORMATION FOR THE AMERICAN VOCATIONAL ASSOCIATION, WASHINGTON.

WHILE IN MONTGOMERY, MRS. PORTER WILL VISIT DRAPER CORRECTIONAL CENTER IN ELMORE TO TOUR THE EXPERIMENTAL AND DEMONSTRATION PROJECTS IN EDUCATION AND HUMAN DEVELOPMENT BEING CONDUCTED BY THE REHABILITATION RESEARCH FOUNDATION. THESE PROJECTS ARE FUNDED IN PART BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.

MRS. PORTER WAS BORN IN CHINA WHERE HER PARENTS, WHO NOW LIVE IN TUSCALOOSA, WERE PRESBYTERIAN MISSIONARIES. SHE WAS EDUCATED AT BIRMINGHAM SOUTHERN COLLEGE AND THE UNIVERSITY OF ALABAMA.

DURING HER WEEKEND VISIT TO MONTGOMERY, MRS. PORTER WILL BE THE GUEST OF EARL AND LOUISE PIPPIN OF 1201 MAGNOLIA CURVE.

APPENDIX C:

Administrative Coordination of an E&D Program under the Manpower Development and Training Act*

Donna M. Seay, Program Director
MDTA Vocational Experimental
Demonstration Project
Draper Correctional Center
Elmore, Alabama

The success or failure of a Manpower Development and Training program for offenders is in direct proportion to the amount of cooperation received from other agencies. Thus, it must function as a catalyst to draw together institutional and community services in a forceful attack on the handicaps of this disadvantaged population. As a catalyst, it must obtain the cooperation of various federal, state and local agencies and must coordinate the services each is empowered to provide. The cooperation and coordination which is essential to effectively administering a correctional manpower development and training program should begin then in the early stages of planning and continue through the organizational, implementation and evaluation phases of the program.

Our experiences in the experimental and demonstration MDTA project at Draper Correctional Center, Elmore, Alabama, have provided us findings which may guide others in planning, organizing and implementing similar programs. Had we known initially the cooperation and coordination that was needed in all phases of our planning and implementation, as well as the procedures to follow, many problems encountered with agencies involved in carrying out our E&D program could have been avoided. But, it is the inevitable role of the pioneer to "learn from experience."

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*Presented at the Correctional Manpower Training Conference, University of Houston, College of Business Administration, Houston, Texas, July 26, 1967.

Involvement with various federal, state and local agencies, although time-consuming, opens many doors through which needed services can be provided. Thus, if persons at the decision-making level from each of the five primary cooperating agencies--corrections, vocational education, employment service, pardon and paroles and vocational rehabilitation--help to plan in the early stages, each is more willing to offer services from his agency because there is a common understanding of needs and objectives to be achieved. Mutual understanding of the goals to be reached also creates a cooperative atmosphere in which functions and detailed procedures for implementing a program can be expediently worked out. In other words, being involved helps each agency visualize the vital role it must play in an MDT project's efforts to prepare an inmate for release from prison.

Many of Draper's efforts to rehabilitate its inmates are determined by their individual needs. However, there are certain needs which are common to all. For instance, all the inmates selected for the program need to receive diagnostic testing, occupational training, vocational and personal counseling, job placement and follow-up services. These happen to be some of the critical areas of service which require the coordination and cooperation we have mentioned. To give you a clearer picture of the coordination we have found necessary in administering the Draper Project, I shall attempt to describe the role or function of each agency by relating our experiences in solving certain critical problems which demanded their assistance.

When we began investigating the possibility of having an MDT project, we learned that the Employment Service has the responsibility of determining the occupational needs of the community. Since Draper is a state prison and draws the majority of its population from all areas of the state, it was necessary to study statewide employment needs. At the same time, we became aware that there were other considerations in choosing the particular vocational courses which would be taught, such as the probability of employment for an "ex-convict" in a given occupation and the amount of space available for training within the institution. The capability of potential enrollees was still another factor which had to be considered.

Parole supervisors advised us as to which occupational areas offered parolees the best prospects for gainful employment. Our venturesome spirit led us to attempt to develop jobs which previously had not been open to released offenders. One such occupation, technical writing, was selected in hopes that a job with prestige would help to develop self-respect and a sense of pride. Our theory proposed that an inmate who gained self-respect through learning such a skill would be less likely to return to prison. Unfortunately, we were never quite able to convince Alabama employers that it would be to their advantage to hire graduates of this course. Although it did help trainees develop self-respect and pride in their skill, most of them had to be placed in unrelated jobs, and the Technical Writing course was discontinued because of placement difficulties.

Space is usually scarce around a prison charged with the responsibility of providing maximum security. Our offering of occupational courses was limited simply because there was not enough floor space available within Draper. The warden and the Commissioner of Corrections, Mr. A. F. Lee, agreed to clear out an old industrial building which was being used for storage and other activities, such as printing and shoe repair. The Board of Corrections was also willing to cooperate by permitting all types of alterations. For example, inner walls were removed, openings for new doors were knocked out of concrete block walls, partitions were installed, etc. Where certain expenditures were not permitted by the approved MDT budget, the Board used its funds and labor force to complete the renovations necessary to make the space usable. Their willingness to cooperate in this respect made it possible for us to accommodate more vocational courses than would have been possible without their assistance.

Once the courses to be offered were determined, the Employment Service prepared job descriptions for each. Subsequently we developed course outlines with the assistance of the Division of Vocational Education which also provided detailed guidelines for planning the total instructional program.

Before program details, such as scheduling, could be worked out, the correctional agency again came into the picture. The warden was consulted in order to coordinate the MDT program with the ongoing prison program. Even now, our schedule has to be worked out with consideration for the schedule under which the security officers work.

Having candidates for training available for testing proved to be quite a problem because of the difficulty in releasing inmates from their prison work assignments. After discussing this problem with the warden and the classification officer, we set up a system which would permit the inmates, guards, classification officer and the warden to be notified far enough in advance to make the necessary arrangements for inmates to be released from regular work assignments. We later found it more expedient to schedule several days for administering tests so that we could reach those inmates who, for one reason or another, failed to show up on the day for which they were scheduled.

Orientation of the prison staff to the operational structure and objectives of the E&D project helped us get their cooperation. Once they realized the important role they could play in carrying out the project's goals, they were more willing to encourage inmates to enroll. In fact, prison personnel began to use referral to the training program as a reward for good behavior and hard work on the part of inmates who were assigned to them. This eventually led to the classification officer's devising a plan whereby a prisoner is given a work assignment for a given period of time, then given an opportunity to enroll in one of the educational programs at Draper provided the security officers and his work supervisor recommend him. Reports from prison personnel indicate a completely different atmosphere since the E&D program arrived for now they have a positive reinforcer to use as an incentive to desirable behavior where in the past they only had a negative one, the threat of solitary confinement.

Another problem was encountered in selecting trainees. Inmates selected for the program must be eligible for job placement soon after completing the courses. This federal agency requirement made it necessary to check prison files on each applicant. We soon learned there were three sets of files--the warden's, those in central classification office, and those at the Pardons and Paroles office--and all had to be studied carefully for selection purposes. Even after doing this, we made mistakes in selecting those inmates who would be released within the required time. In some cases, holdovers were filed after an inmate had enrolled and been reported as a trainee. Occasionally a parole setup would be granted before a trainee completed his course. With the assistance of the Pardons and Paroles Board and the Board of Corrections, we set up a system whereby a representative from each of these agencies would serve on the selection committee. To establish better lines of communication, we send the Pardons and Paroles Board a training contract which is placed in each inmate's file, and we keep this agency and the warden's office informed of each student's progress. If an inmate who will be eligible for parole before the course ends wishes to enroll, he may sign a waiver, copies of which are also forwarded to the warden and the paroles office. These procedures and others we have devised have solved most of our problems in the area of selection, but we continually strive to improve our system.

Coordination and cooperation are equally important in the organizational phase of an E&D program. The assistance of the Board of Corrections and the Division of Vocational Education is essential to hiring and training a staff which is to function in an institutional setting. Following the state education department's regulations as to qualifications of staff

is a must, and state salary structures also help to determine a person's salary on the basis of his qualifications. We have learned, again from experience, that having the Board of Corrections's concurrence on each person employed is also a good policy. This agency is generally familiar with the type of personality which can function effectively within the structure of the prison. Had we realized the value of the Board's experience at the beginning, we would have been more careful to get the valuable advice we sometimes inadvertently failed to seek.

Experienced vocational educators are ideal to train master tradesmen whom you employ as vocational instructors. We were fortunate enough to have the State Director of Vocational Education and the teacher-trainer from the University of Alabama's Trade and Industrial Education Department train our instructors initially. Such training is continued from the Vocational Education Division on an informal basis.

Orientation to the convict culture was provided by Warden John C. Watkins who, along with parole supervisors, described characteristics of the inmate population to an MDT staff who were inexperienced in this field.

From the University of Alabama Medical College we were able to secure the part-time services of a clinical psychologist consultant who not only worked with trainees but gave the entire staff training in the area of learning and behavior modification. Many other agencies and groups have been instrumental to the success of our program by providing a variety of services to make up a total program of developing manpower. Such services include medical aid, psychological counseling, welfare funds, membership in unions, and continuing education. Two federal programs have been

created by the Department of Labor which support the work initiated in the MDT E&D project. One, a labor mobility project, provides funds for released prisoners to assist them in establishing residence and becoming acclimated to new jobs. Another, the bonding program, is helpful to trainees in some instances in getting jobs, but more often in qualifying for promotions. Just the other day a follow-up report came across my desk which described a visit to a graduate's family during which the counselor learned that the ex-offender was about to be released from his job because he could not be bonded by a private company. This employer was immediately notified that the project could have the graduate bonded, and this service saved his job.

Our job development and placement officer contacts each local employment office when he is trying to locate a training related job in a particular community. He also checks with the parole supervisor in the same area for approval of the job and home program.

These same two agencies--Pardons and Paroles and Employment Security--help in gathering valuable evaluative data on released graduates which helps to refine the ongoing program and to plan for the future. In carrying out the follow-up program, graduates are frequently referred to Vocational Rehabilitation for various forms of therapy--physical, emotional and psychological--and additional training.

Our community sponsorship program takes advantage of community support. We have been able to get several civic groups interested in sponsoring our

students who have been released. They budget a small sum of money for such things as tools and clothing. However, the most important aspect of the program is the individual sponsor who volunteers to be a friend and who is willing to devote time and attention to the personal and emotional needs of someone who is trying to become adjusted to a new world. Usually this friend is a skilled craftsman, preferably one who works in the occupational area in which the inmate received training. This, at least, gives the sponsor and the graduate something in common. Hopefully, the sponsor will be able to influence the ex-offender during his adjustment period. It is too soon for us to evaluate the effectiveness of this sponsorship program, but we believe that the theory is applicable so long as there is continuous coordination between our program, the parole supervisor, and the sponsoring agency.

Realizing our limitations and the fact that many controls are needed in a behavior modification program, we have submitted a new proposal to OMPER for an E&D project under MDTA. In this project we propose to have a transitional adjustment program for prison releasees and probationers as an alternative to incarceration. Each participant will have his own prescribed program with 24 hour supervision. An individual diagnosis will determine each prescription which will be flexible. Services to be included are basic or remedial education, recreation, development of personal and social skills, vocational training and job placement.

If physical or mental treatment is required, the appropriate community agency will be called upon to render such service. In every

instance where services are already available in the community, we will take advantage of them as needed.

Our work with offenders has been greatly enhanced by one other major resource which we expect to draw heavily upon in our transitional adjustment proposal. Colleges and universities not only analyze data for us, but they also supply junior, senior and graduate students who work with us on a quarter or semester basis. This cooperative arrangement with institutions of higher learning permits students to earn practicum credit and provides us paraprofessional staff who serve as role models for the inmates.

Shaping the right behavior, which can be defined as that behavior which conforms to the laws of a community and the mores of the so-called middle class, demands 24 hour controls on environment. If an offender becomes friendly with honest people who have acceptable moral standards and who see him as a worthwhile person, such associations will hopefully motivate him to change his own behavior to conform to theirs. This theory is not so easily applied; however, we are proposing to experiment and demonstrate ways of accomplishing this feat.

One objective in our transitional adjustment proposal is to control as much of the environment as possible, since it influences much of our learned behavior. By furnishing or arranging for desirable living and working conditions for the released prisoner, we expect to effect behavior changes which will keep him from violating parole rules or regulations. We also expect criminal behavior to be decreased to a point where he would not recidivate.

To implement such a transitional program will require an infinite amount of coordination of cooperating agencies in the community. Since ex-inmates are sometimes prohibited from benefiting from some services offered in certain areas, promotional activities will seek to plead their cause and open other doors to cooperation.

In conclusion, I would like to say that the experience we have gained at Draper Correctional Center his proved to us that we cannot overemphasize the necessity for coordination and cooperation in any manpower training program for offenders.

APPENDIX D:

INNOVATIONS IN CORRECTIONAL PROGRAMS--DRAPER'S APPROACH TO CORRECTIONAL MANPOWER TRAINING*

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Manpower training programs in correctional institutions are in themselves innovations. Although there have been vocational training programs in prisons for many years, they have been the responsibility of individual states or prisons, and too often they have been geared to furnishing the prison with a labor force. Under the Manpower Development and Training Act, we find, for the first time, federal agencies joining hands with state and local agencies in a program which will settle for nothing less than preparing the offender to find and keep his place in the world of work.

The Draper MDT project, being experimental and demonstration in nature, is even more innovative than most. A part of our function has been to develop and try out innovative approaches to the problem of helping to prepare prison inmates to re-enter and remain in the "free world." Therefore, I want to give you a brief description of the way our project operates, dwelling at least momentarily on those aspects which are most innovative.

Before I begin this description, however, I want to mention another innovative aspect which all correctional manpower programs have in common. That is, they serve as a meeting ground from which many previously uninvolved public and private agencies can bring their efforts directly to

*This paper was presented to the Correctional Manpower Training Conference, University of Houston, College of Business Administration, Houston, Texas, July 26, 1967.

bear on this business of helping prison inmates become employable and employed citizens. The roles of all of these agencies were described by Mrs. Seay at our meeting this morning.

Now, to the Draper MDT Project. We begin, of course with recruitment which is carried out through bulletin boards, interviews with prospective applicants, word-of-mouth "advertising"--that is, inmate to inmate contact, and personal letters to eligible inmates. We have done some innovation here almost unwittingly. As the custodial force has become more knowledgeable about and in sympathy with our program, they encourage inmates to apply, and reward good behavior by recommending their charges for acceptance in our program. This development has suggested to us another area where innovation is needed. I shall come back to this later.

Each applicant is given a standard achievement test to determine what his grade level would be in a public school. The College Corpsmen, another innovation in our program, help to administer, score and interpret these tests. The Corpsmen are college students, usually juniors or seniors, who, through arrangement with their schools, spend a quarter or semester working in our MDT project. They provide a competent, economical addition to our staff while serving as role models for the students. We, in turn, provide them with an experience which helps them to make final decisions about entering careers in corrections, education, psychology, social work, etc. This use of college students is a feature which was initiated in our experimental academic education project which is funded by the National Institute of Mental Health.

After testing, each applicant is interviewed by one of the guidance counselors. Test results are discussed with him, and his occupational interests are explored. The Supervisor of Counseling Services has developed a picture vocational interest test which has served us well. We hope to develop it further so that it can be of use to others.

In the meantime, the student's records are examined for such factors as length of sentence, type of offenses, and other charges which may be pending. All of these factors have a bearing on his acceptance as a trainee.

The information we acquire from testing, interviewing, and records serves as a basis for the selection committee's decision as to which applicants will be accepted in the project. Serving on the selection committee with project staff members are the warden, the prison's classification officer, and a representative of the Pardons and Paroles Board.

Applicants who are selected for our project are assigned to one of the six trade areas in which we currently offer training. Two of the courses--sign painting and electrical appliance repair--are 12-month courses. The other four--bricklaying, barbering, welding, and auto service station mechanic-attendant--run for six months. In addition to shop work, classroom work is provided in each trade by instructors who are all skilled tradesmen as well as competent teachers.

Many of the students in the present session of our six-month courses received 20 weeks of prevocational training. This was another innovation for us. We had found that many of our earlier students had difficulty in mastering theory because of their low educational levels. Through the prevocational class we attempted to improve their language and computational skills to the point that they could better master the related theory and other classroom work in their trade areas.

After he enters vocational training, each student spends two hours a day in remedial education classes. The goal of the remedial program is to raise a man's achievement level in order that he may advance in the trade he is learning. Forty-five MDT students have passed the GED and received their Certificates of High School Equivalency. Each student's course of study is prescribed specifically for him. The use of programmed instruction permits us to tailor his learning experience to his own specific needs. The College Corpsmen work in this phase, too.

Our extensive use of programmed instruction is one of the distinguishing features of the Draper MDT Project. You might almost say that we came into being because of P.I. We not only use commercially produced materials, the Draper Project has created its own programmed material for use in the classroom phase of the vocational training. Programmed instruction is also used in other phases of the project: remedial education, personal-social development and distributive education.

Each class also spends two hours a week in supplementary education. These personal-social development classes seek to give students social competence--such skills as handling money, applying for a job, developing appropriate attitudes, and forming personal relationships. Distributive education is provided for trainees in trades where it is appropriate. A variety of instructional techniques is used in these classes, one of the most important being guided group interaction.

The counseling staff is available at all times to discuss personal or training-related problems with students. This is one of the most important phases of the program. A student confronted with problems he cannot solve cannot take full advantage of the training offered.

The clinical psychologist who serves as consultant to the project has conducted training sessions with the instructors and other staff members to help them become involved in the counseling process. He has also helped them to realize that they must be able to recognize when a trainee should be referred to a trained counselor.

As graduation nears and/or a student's parole date is established, the job placement specialists on the staff visit employers throughout the state. Placing graduates is sometimes difficult because students are not permitted to leave the institution for interviews, and most employers do not have the time to come to Draper. Even so, using photographs of the students and data from their files, the job placement specialists are usually successful in placing each graduate in a training-related job.

Most of our graduates find themselves without money to live on until the first paycheck comes in. Agencies such as the Tuskegee Labor Mobility Project frequently cooperate in solving this problem. Staff members of the project are now based at Draper, another innovation which promises to be of value. This Project has made grants to graduates in amounts ranging from $65 to $145.30. These grants have aided the graduate immeasurably in the transition from prison to the normal world.

The parolee has many adjustment problems, especially in the field of personal-social relations. Although both the parole officer and, to a lesser extent, the job placement specialist give him as much help as possible, each is involved with a great many parolees, and may not always be available when needed. To help parolees make the transition from prison to society, we have organized Community Sponsorship Groups throughout the state. Each group is responsible for helping one graduate in his adjustment to new situations. The group provides friendship, funds for immediate needs, and directs the graduate and his family to the social and recreational services available in the community. One such group has already been established in Birmingham, and other groups are being formed in Birmingham, Montgomery, and Talladega.

We have proposed another transitional adjustment program which will be an experimental-demonstration project in Montgomery, Alabama. It would be an innovation, too, since it would be more than a place to live.

There would be a total developmental program for residents as well as non-residents. It would give them a chance to use their social skills in a more realistic setting than the institution.

This brief description has merely showed you the "bones" of our program. If you want to add the flesh, there are publications available here or from us which will help you. Skeletal though the description has been, I hope it has given you some insight into the innovative nature of an MDT program for offenders. I hope, too, that it has given you a hint of the opportunities and the need for continuing innovation. I cannot resist telling you about some of the opportunities and needs as we see them from the vantage point of our experience.

You remember that I mentioned that the custodial force at Draper had almost inadvertently become recruiting agents for us. I think we need to give serious attention to upgrading these members of the correctional force for effective participation in MDT programs. This may mean that we should offer the educational services of MDT to prison staff. If we could change their attitudes, particularly the attitudes of the "old line" personnel, and get them to think in terms of education and training rather than confinement and punishment, we would be immeasurably helped.

We need innovation in the area of diagnosis of educational shortcomings. This would involve the development of very refined instruments for measuring educational deficiencies. We can find out easily enough

that a student needs course work in mathematics. It isn't so easy to pin point the precise arithmetical functions which he doesn't understand and use. We have done some work here in developing a fractions laboratory, which consists of a diagnostic test and a series of short programmed lessons to be assigned on the basis of the test results.

There should be further research in the area of comparative study of recidivists and non-recidivists. What is needed is identification and in-depth study of very specific behavior, events, and conditions which lead to recidivism or success.

We need to know more about the counseling process. We know that our present counseling effort is too limited to be an effective change agent. We need further work to determine how total staff can work with professionally trained counselors to augment their efforts and leave them free to handle those problems which only a professional can handle.

The management of learning contingencies is another frontier. We have done some very promising experimental work in our academic school. What is needed now is translation of what we and others have learned about contingency management into terms that will make it meaningful and useful to MDT instructors, the frontline troops in our war. In other words, we have successfully used this method on small groups and now need to explore its use with larger groups.

There needs to be more innovative use of existing agencies and resources in the community. This would be, in part, an educational and public relations

job. As communities become involved with and accepting of our trainees and what we are trying to accomplish, our goals become more capable of attainment.

These are only a few of the areas where we need to innovate. I am sure you have recognized that I am talking about research. I do so by design. The best and most durable innovations spring from research or arise from the need to solve a genuine problem.

I am sure, too, that you have recognized that I am talking about research, continuous research, to effect behavior change in the nebulous area of attitude. That, too, is by design. We have proved that we can help our trainees to acquire the skills to perform a job. We negate this training capability if we do not go on to discover how we can help him learn to use these job skills as a bridge to the world <u>we</u> live in.

APPENDIX E:

ALABAMA JOURNAL, Montgomery, Ala.

Thursday, July 6, 1967

Journal Closeup

DR. JOHN M. McKEE

He's dedicated to the science of teaching young people how to live better lives.

John M. McKee, who took his doctorate in clinical psychology from the University of Tennessee in 1953, didn't start his life with this goal in mind. McKee, as director of the mental hygiene division of the Department of Public Health from 1953 to 1962, sort of "happened on" his current projects.

DR. McKEE

Today, among his other duties, Dr. McKee is the director of two experimental projects in education and human development at Draper Correctional Center in Speigner.

He is also director of Rehabilitation Research Foundation, started in 1965, and consultant in delinquency and corrections for the mental health division of the state Department of Education.

Throughout the last few years, McKee has been called on to make speeches, lecture to classes and write papers on various aspects of his projects.

"We are giving the inmates here the kind of education they need," he has said.

"We offer them an opportunity for their educational and vocational background," he has commented. He says his group goes about their work in a scientific way.

He has been closely affiliated with state corrections officials, including State Prison Commissioner A. Frank Lee and Draper Warden John Watkins, since conceiving the idea of experimental education in the prison environment. And these people have been obviously pleased with the results McKee has given them.

The psychologist introduced self-instructional study to the prison system at Draper, where the inmate may possibly go through elementary and secondary school "behind the walls." The inmate may "graduate" with a government certified diploma.

In the other school at Draper the inmate may learn trades and get supplemental training in the art of "getting along in society."

Today Dr. McKee is thinking of another experimental project. It is another dream. But in his hands he hopes to make it a reality.

This "dream" will offer the Alabama prison inmate a halfway-type house, where he may be allowed to slowly develop his feelings about "how to get along." And from this house the parolee might be able to grow on his job and in the "free wold."

Wayne Greenhaw